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ABSTRACT

A description is presented of the "Qualitative Analysis of the University of Lethbridge (Alberta) Teacher Education Program" (QAULTEP). The overall objective of QAULTEP is to develop a model for the evaluation of teacher education programs and specifically to identify: (1) categories of pre-education variables that will best predict success in an education program; (2) changes in students (attitudinal, academic, skill development, etc.); (3) variables and categories of variables that are related to success within an education program; (4) variables and categories of variables related to teacher success; (5) characteristics of effective teachers; (6) characteristics of ineffective teachers; (7) characteristics of teachers who select themselves out of the program; and (8) the most important components of a teacher education program. The study is divided into three phases. Phase I deals with relationships between pre-education factors such as personality assessments, English competencies, admission grades and courses, and ratings in the first field experience course, and variables relating to success in the education program. Phase II examines relationships among variables within the education program such as evaluations of success in student teaching, fourth-year courses, and subject areas. Phase III relates success in the education program to placement and effectiveness in teaching. A description of studies completed in the QAULTEP data categories is presented; current studies are outlined; and future directions for the program are indicated. A bibliography of completed and current studies is appended. (MJB)

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Faculty of Education
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Development of a Method for the Evaluation of Teacher Education Programs

I. Historical Development

In 1973 various members of the Faculty of Education at The University of Lethbridge suggested that the grade point average (GPA) required for admission to the Faculty of Education be raised from 2.00 to 2.50. Accordingly the Faculty of Education Research Centre conducted a study of the relationship between admission GPA and success in the Faculty of Education. The report was completed in March of 1974 (Dravland, 1974).

Information in the report was based on data obtained from all students who had enrolled in Education 3160 (then the first field experience course) or its equivalent from 1968 to 1972. As a result of this study and further input and suggestions from the faculty, the data base was retained and expanded to form a basis for evaluating The University of Lethbridge teacher education program. In addition the faculty proposed that education students be given a battery of psychological tests to assess personality factors, and that information on the evaluation of English competencies become a part of the data base. The psychological tests were first administered in the spring of 1974 to Education 3160 students, and were required of every group thereafter until the spring of 1976 after which the testing program was suspended.

Initially the evaluation program was to consist of four phases: the initial admission GPA study, the examination of pre-professional semester

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performance, including the personality and English-competency assessments, the examination of the professional semester and fourth year results, and the study of University of Lethbridge graduates' effectiveness in teaching. These phases were based on areas of interest identified by Turner (1975) with the addition for QAULTEP of the pre-education category (see Figure 1).

Gradually this evaluation program became known as QAULTEP (the Qualitative Analysis of The University of Lethbridge Teacher Education Program) and its management and operation became a major function of the Faculty of Education Research Centre.

Three populations of students have since evolved and are to be used for purposes of replication (see Figure 2).

Population I consists of data collected from 1972 to 1974 on 257 education students who had student teaching evaluations on the old "long" form and who had no psychological tests administered. Population I was to be used to discover relationships among variables.

Population II consists of data collected on 210 students between the spring of 1974 and the summer of 1975, who were still on the "old" program -- i.e., before the introduction of a pre-education field experience course. All except those who took Education 3160 in the summer of 1975, took the battery of psychological tests. Population II was to be used to confirm relationships and suggest hypotheses to explain these relationships.

Population III consists of data currently being collected on approximately 220 students in the "new" education program (i.e., those who took the pre-education field experience course) from the spring of 1975 to the spring of 1976. Most of these students were administered the psychological tests. Population III was to be used to test the above hypotheses.

Population I
Exploratory

N = 257

Data Collected 1972-1974

Admission Data:

Teacher major (number of courses and GPA); GPA pattern; 3160 (Grade and timing); Semester Education declared

Professional Semester Performance:

Grade in Student Teaching, Ratings by University Supervisor on performance variables, Professional Semester GPA

Internship Performance:

Grade and timing (which semester)

Foundations Courses:

Grade and timing (before or after Professional Semester)

Termination:

Type and GPA

*

Population II
Post-Exploratory

N = 210

Data Collected 1974-1977

Admission Data:

Teaching major (number of courses and GPA); GPA pattern; 3160 (Grade, timing, performance ratings by University instructor); English Proficiency examination results; Psychological test results (16PF, CPI, D-Scale, F-Scale*, Q-Sort, TAT, MTAI, MMPI*)

* Available for only some subgroups

Professional Semester Performance:

Grade in Student Teaching, Ratings by University Supervisor on performance variable, Professional Semester GPA

Internship Performance:

Grade and timing (which semester)

Foundations Courses:

Grades and timing (before or after Professional Semester)

Termination:

Type and GPA

*

Population III
Hypothesis Testing

N = 207+

Data Collected 1975-1979

Admission Data - Practicum I
Performance:

Teaching major (number of courses and GPA); GPA pattern; 2160 (Grade, timing, performance ratings by University instructor); English Proficiency examination results; Psychological test results (16PF, CPI, D-Scale, F-Scale*, TAT, MTAI)

* Available for only some subgroups

Practicum II (Professional Semester I)
Performance:

Practicum III (Professional Semester II)
Performance:

Grade in Student Teaching, ratings by University Supervisor on performance variables, Professional Semester GPA

Practicum IV (Internship)
Performance:

Grade and timing (which semester)

Foundations Courses:

Grades and timing (before or after Professional Semester)

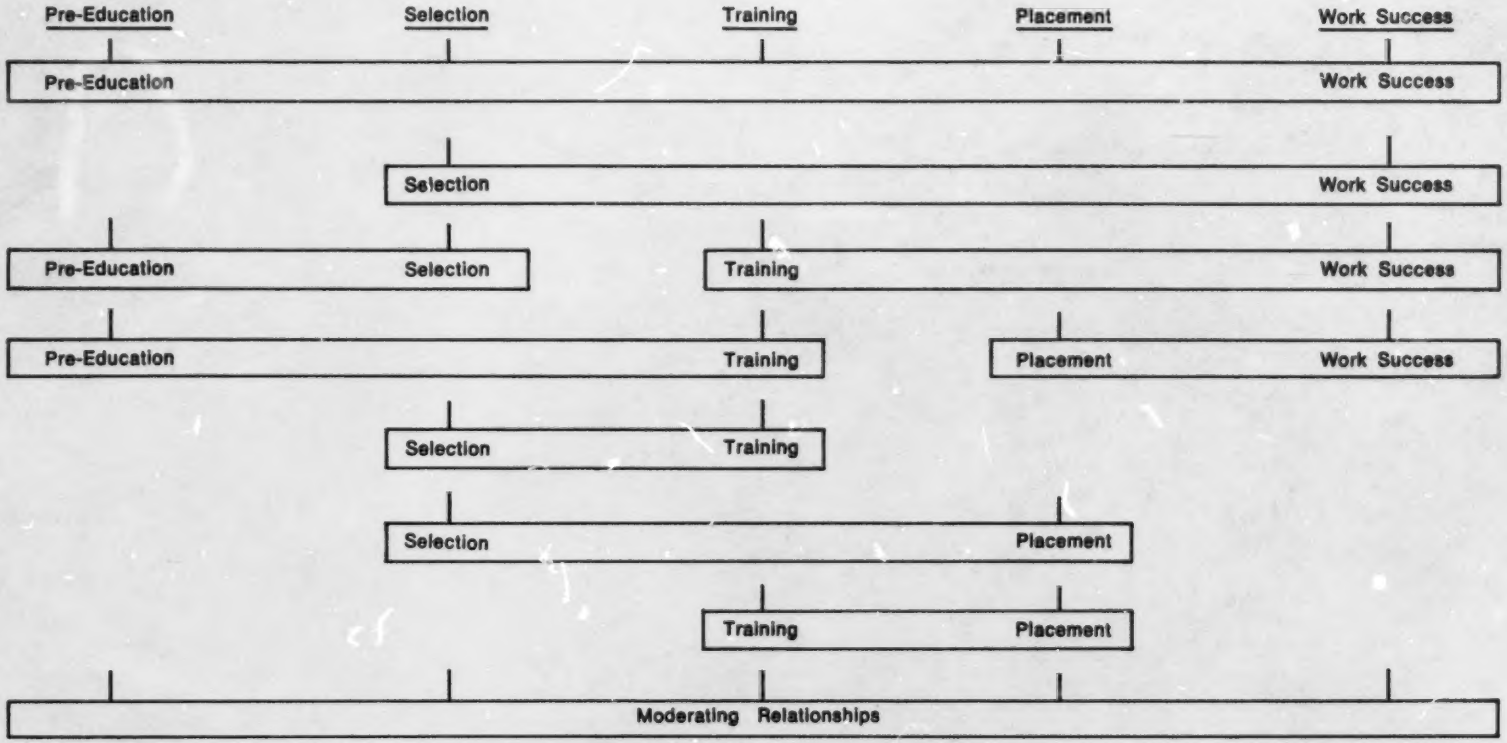
Termination:

Type and GPA

*

*Measures of teaching success will be collected for each population.

Figure 1. Description of QAULTEP Data Bank



[1]Adapted from Turner (p.88) 74th Yearbook N.S.S.E.

Figure 2. Relationships among Five Categories of Teacher Education

II. Current Status of QAULTEP

The QAULTEP study has been divided into three phases to enhance understanding of the types of research to be conducted and to facilitate communication of findings to researchers using the data bank. QAULTEP is designed to follow each population of students throughout the three phases of research.

Phase I deals with relationships between pre-education factors such as personality assessments, English competencies, admission grades and courses, and ratings in the first field experience course, and variables relating to success in the education program. Phase II examines relationships among variables within the education program; for example, evaluations of success in student teaching, fourth year courses, and subject areas, etc. Phase III will relate success in the education program to placement and effectiveness in teaching.

All the program-based data for Populations I and II have been collected and there are approximately 400 variables for each student. The data contains information on admission status (grades, courses, major, field experience evaluations, psychological test results, English competency assessments, etc.), professional semester performance, internship performance where applicable, foundations courses, and termination status. All data for Populations I and II have been stored on magnetic tape to be used on The University of Lethbridge Digital Dec-20 computer system.

Several preliminary studies dealing with phases I and II have been completed and others are underway using the data from Populations I and II. A proposal for funding a study in Phase III has recently been approved.

The data on Population III are currently being reviewed. Decisions

are being made regarding completion of data for Population III. The major difficulty lies with the fact that field experience course evaluation forms have been changed and many of the variables are not compatible with those in Populations I and II. Also, since the psychological testing program was not required of students after and spring of 1976 there are varying amounts of information on different students. However, there still remains a great deal of valuable data and it is expected that collection of data on Population III students will be completed by the fall of 1978.

The QAULTEP study has received moral support and co-operation from the Committee for Research on Teacher Education -- a subcommittee of the Board of Teacher Education and Certification. Major support is provided through legislation by the Faculty of Education of The University of Lethbridge. In addition, individual projects have been funded by the Alberta Advisory Committee for Educational studies.

III. Current Objectives of QAULTEP

The overall objective of QAULTEP is to develop a model for the evaluation of teacher education programs. Specifically the project will attempt:

1) to identify categories of pre-education variables which will best predict success in an education program,
2) to examine changes in students (attitudinal, academic, skill development, etc.),
3) to identify variables and categories of variables which are related to success within an education program,
4) to identify variables and categories of variables which are related to teacher success,

5) to identify characteristics of effective teachers,

6) to identify characteristics of ineffective teachers,

7) to identify characteristics of teachers who select themselves out of the program, and

8) to identify the most important components of a teacher education.

IV. Studies Completed.

To date a total of eighteen research papers examining relationships found both within and among QAULTEP data categories have been completed. There are now ten possible intercategory relationships, any of which might produce substantial ramifications for the analysis of factors contributing to the variance in teacher effectiveness.

Relationships among categories are not the only subject of investigation, however. Much fruitful analysis of selected variables originating within the categories is also possible and desirable. Seven of the completed studies have dealt with hypothesis-relevant configurations of variables falling into the training section of the data base. These studies have performed the dual function of determining the comparability of Population I to Population II and simultaneously discovering, for example, which combinations of variables recorded within the training period best account for the variance in global assessment and student teaching grade.

Another eleven of the studies now complete have examined interrelationships and correlations among variables selected from the pre-education, selection, and training categories. The special significance of these studies arises out of their implications for evaluation of the content and organization of the pre-education and training programs and for feedback and revisions to the selection process.

V. Current Studies

Whereas the earlier QAULTEP analyses concentrated on the first three categories (the first three chronological steps in a teacher candidate's progress), the six projects currently underway are oriented more specifically toward the definition, determinants, and prediction of teacher work success or teaching effectiveness. The Whitehead (1978) study is focused on the "work success" category almost exclusively. Its principal objectives include developing a composite index of teacher success based on relevant attitudes and skills and rating teachers with this instrument according to the three criterion variables suggested by Turner (1975): professional judgement, student judgement, and student attainment. The Dravland and Greene (1978) study is similarly directed but is much more closely integrated with the QAULTEP data base. Plans for the third phase of the project include:

1) taking a random sample of University of Lethbridge Teacher Education graduates who are presently teaching in Alberta;
2) obtaining principal evaluations and self-evaluations of their teaching performance and effectiveness;
3) collecting data on factors hypothesized to influence their teaching performance;

   and

4) analyzing the evaluations as an integral part of the QAULTEP data bank in order to determine the empirical correlates of teacher effectiveness and study in depth the characteristics of the excellent and the unsuccessful teacher.

The Thorlacius (1978) study goes one step further and focuses not on how to make better teachers directly but on how to train better teacher supervisors to wage the compaign for more effective, better teachers. Therefore, the Thorlacius project does not concentrate on the selection and training of teachers per se but on the selection and training of teacher supervisors and supervisor-student teacher interaction.

The Twa (1978) study, although it is designed to consider the whole range of factors from the "pre-education" through to the "education program success" category, is directed explicitly toward the development of systematic teacher education selection criteria. Similarly, the Sovka-Percevault study will also utilize data originating in the first four categories. This latter project, however, is oriented toward examining the development of professional concerns among students in the three education practica and the two foundations semesters of the teacher education program.

The survey of graduating students (Greene, 1978) to be conducted in the next several months is aimed toward garnering information from current fourth year students concerning their job placement preferences and qualifications. The question of suitability of placement has grown into an issue of major concern in Alberta in recent months, an issue which can only be resolved subsequent to the analysis of reliable and pertinent data. Although this study is the only one of the six which deals with "placement" specifically, several of the others, notably CAULTEP Phase III and that by Twa, are expected to generate findings directly pertaining to the "placement" category of variables.

Three of the studies to be conducted as individual research projects have received funding from the Alberta Advisory Committee for Educational

Studies. The fourth individual project is being completed as sabbatical research. All of the six studies will ultimately be presented in article or published form.

VI. Future Directions.

Of the six projects currently underway, four (Phase III, Thorlacius, Percevault, and the Greene survey) have assumed the form of long-range longitudinal studies generating multiple opportunities for further and progressive research. The third phase of QAULTEP is projected to include a number of related substudies. QAULTEP itself has not been assigned any particular finite lifespan and could potentially provide the basis for an almost unlimited number of future research projects.

Future plans may supersede QAULTEP with a research system that will follow the student from year one in the Faculty of Arts and Science to the fifth year of teaching.

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